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ABSTRACT

A special demonstration project was undertaken to provide technical support to a Pennsylvania program that identifies and honors outstanding adult basic education and literacy (ABLE) students throughout the state. Included among the project's outcomes were the following: (1) publication of a Success Stories booklet titled "Spreading the Word" that features the success stories of 10 ABLE students who were recognized as outstanding adult learners at the 1999 midwinter conference of the Pennsylvania Association for Adult and Continuing Education; (2) development and field testing of a teacher's guide that includes educational strategies and learning activities designed to enable ABLE teachers and tutors to use the booklet "Spreading the Word" as an instructional tool with adult learners in classroom and tutoring situations at all levels of ABLE; (3) dissemination of the Success Stories booklet to Pennsylvania legislators to increase their awareness of the role that ABLE plays in helping Pennsylvania citizens overcome educational barriers and become role models in their communities; and (4) dissemination of information about the Success Stories project to local media, employers, community agencies, and local governments. Also included are the booklet "Spreading the Word," the accompanying teacher's guide, and handouts containing the 10 student success stories. (MN)

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Final Report

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Final Report

Success Stories: Spreading the Word

Final Report

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FY 1998-1999

#98-99-9001 $24,300

Sherry Royce, Project Director & Editor

Peggy Grumm, Author Teacher's Guide

Royce & Royce, Inc.

1938 Crooked Oak Drive Lancaster, PA 17601

V:717-569-1663 F:717-560-9903

SUCCESS STORIES: Spreading the Word was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor the Pennsylvania Department of Education and no official endorsement should be inferred.

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BUREAU OF ADULT BASIC
AND LITERACY EDUCATION

SUCCESS STORIES: Spreading the Word

A 353 Special Demonstration Project

Grant #: 98-99-9001

PROJECT DIRECTOR: Dr. Sherry Royce
1938 Crooked Oak Drive
Lancaster, PA 17601
TEL: 717.569.1663 FAX: 717.560-9903

PROJECT YEAR: July 1, 1998-June 30, 1999

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ABSTRACT **Project #: 98-99-9001**

GRANT RECIPIENT	Dr. Sherry Royce
ADDRESS:	Royce & Royce, Inc.
	1938 Crooked Oak Drive, Lancaster, PA 17601
	Tel: 717-569-1663

PROGRAM NAME:	The Adult Teacher Competencies Study
GRANT ALLOCATION:	$24,300
PROJECT PERIOD:	July 1, 1998 to June 30, 1999

PROJECT PURPOSE:

This project provides technical support to the Success Stories nomination and awards activity, and publishes and disseminates the Success Stories booklet and flyers for local program recruitment. This year's project also produced a *Teacher's Guide to Success Stories* so that the stories of successful adult students might be used as an instructional tool as well as a motivational medium for adult learners in ABLE programs.

PROJECT OUTCOMES:

The Success Stories project assisted PDE Bureau of ABLE in identifying and honoring 10 ABLE students who were recognized as outstanding adult learners at the 1999 Midwinter Conference. A *Success Stories Booklet* and flyers featuring their stories were produced and disseminated along with a *Teacher's Guide to Success Stories.*

TARGET AUDIENCE:

This project provided information about the achievements of Pennsylvania's ABLE students and the effectiveness of its local programs to potential students and current ABLE enrollees, local and state officials, adult education agencies, clearinghouses, adult educators, and the community.

IMPACT:

Pennsylvania legislators received copies of the Success Stories booklet providing awareness of the role ABLE programs play in assisting Pennsylvania citizens to overcome educational barriers and become role models in their communities. Success Stories' sponsors reported local media coverage, which included a front page spread and photograph in the Pittsburgh Courier, and a cover picture and article in the magazine, ALMA/TV 411 *In Print*. In addition, sponsors reported contacts with employers, community agencies, local government, and state legislators.

PRODUCTS DEVELOPED:

A Final Report, 1500 *Success Stories Booklets*, 200 flyers, and 1000 *Teacher's Guide to Success Stories* were produced..

PRODUCTS AVAILABLE FROM:

The products are available from AdvancE, Pennsyvlania Department of Education, Floor 11, 333 Market Street, Harrisburg, PA 17126-0333.

PROJECT CONTINUATION and FUTURE IMPLICATION:

Success Stories 2000 will continue this project's technical support to the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education (ABLE) for the nomination and recognition of 10 exemplary adult learners. In addition, it will undertake a longitudinal study of former Success Stories award recipients and presents impact data about their challenges and achievements since receiving the award. The Success Stories 2000 Booklet will feature both past and present award recipients

CONCLUSIONS/RECOMMENDATIONS:

This project successfully completed its major task of honoring Pennsyvania's exemplary adult learners. In addition, adult education teachers and tutors who use the *Teacher's Guide to Success Stories* to teach academic and critical thinking skills will enhance adult learners' self-esteem and employability skills and increase their motivation to succeed in the classroom and in their daily lives.

COMMENTS:

Now in its 21st year, the Success Stories project has served as one of the Pennsylvania Department of Education's (PDE's) Bureau of ABLE's best awareness vehicles. The stories of the struggles, the persistence, and the achievements of our exemplary adult learners has provided a qualitative evaluation of program success that has encouraged stakeholders' to continue their funding support. It has helped ABLE administrators, practitioners, and state staff overlook the everyday problems inherent in the field and smile at the results of their efforts. As a recruiting tool, it has motivated the homeless, the foreigner, the illiterate, and those unhappy with their former schooling to give education a second chance.

Success Stories: Spreading the Word

INTRODUCTION

Ever since 1978, Pennsylvania has honored 10 exemplary Adult Basic Literacy Education (ABLE) students at an awards luncheon and session at the Pennsylvania Association for Adult and Continuing Education's (PAACE's) annual Midwinter Conference. A booklet describing award winners' life histories and achievements has been published yearly as a component of the Success Stories project. This project served as the model for adult learner awards established by other states (New York, Virginia, etc.) and national organizations (Literacy Volunteers of America (LVA), Inc.), the American Association for Adult and Continuing Education (AAACE).

This year marked the 21th Anniversary of this project. In the past four years, the focus of the Success Stories awards has shifted from the enormous obstacles overcome by outstanding students to the partnerships between adult learners and adult program providers that have been a catalyst for Success Stories Students' self-esteem and accomplishments. This year the *Teacher's Guide to Success Stories* provides teachers and tutors with a guide to use the Success Stories booklet with adult learners to discuss strategies to enhance their performance as students, parents, workers, and citizens.

The SUCCESS STORIES project director and coordinator/editor was Sherry Royce. Dr. Royce has directed 57 special projects since 1976, including 13 previous SUCCESS STORIES projects. Three veteran adult educators assisted Dr. Royce in preparing winners to attend Midwinter Conference. They are Sam Gruber, Director of the Cumberland Valley School District's High School Diploma Program, Marlene Porter, adult teacher at the Intermediate Unit #1 Adult Learning Center in Uniontown, and Alice Redman, former Success Stories award recipient and ABE/GED teacher at the LSH Women's Program in Philadelphia.

The SUCCESS STORIES Guide was written by Peggy Grumm and edited by Sherry Royce. The Success Stories Panel that reviewed the nominations and selected the ten students of the year was composed of: Sherry Royce, Caroline Henry, Director ABE, Harrisburg Area School District; Norman Lederer, Director, IRS, Catholic Charities, Diocese of Harrisburg; Patti Luecyk, ABE Counselor, Schuylkill IU #29 Lifelong Learning Center; Louise Miller, GED Instructor, IU #13 Lebanon Learning Center; Cynthia Presley, Vice President, Community Relations Officer Dauphin Deposit Bank; and Michael Wilson, Adult Literacy director , Central Susquehanna Intermediate

Unit 16, and Bureau of ABLE Staff, Raina Mearns, Ella Morin, and Cheryl Harmon of Clearinghouse AdvancE.

Success Stories still constitutes one of the Pennsylvania Department of Education's (PDE's) Bureau of ABLE's best awareness vehicles. The Legislative Luncheon and SUCCESS STORIES awards session was open to all adult educators attending Midwinter Conference with special invitations going to PDE officials and those legislators who had award winners as their constituents. The SUCCESS STORIES Booklet featuring student stories and descriptions of award winners' agencies was distributed to all PDE Bureau of ABLE programs and special projects; ABLE special task forces, Pennsylvania Department of Labor Single Point Of Contact (SPOC) programs, and advocates of adult education in the Commonwealth. In addition, all members of the Pennsylvania legislature and all Pennsylvania members of the US Congress received the Booklet as well as state departments of adult education, and adult education national and regional clearinghouses. Additional copies of the booklet were distributed to AdvancE and each of Pennsylvania's Professional Development Centers. At the local level, Success Stories winners received newspaper and television coverage and were honored by their employers, community agencies as well as their programs and institutions.

This Final Report. which includes a decription of the project as well as an evaluation of its process and its most recent product, the *Teachers' Guide to Success Stories,* should be of interest to any entity engaged in administrating, teaching, training, funding, or overseeing adult education programs. Copies of this Final Report can be obtained from AdvancE, Pennsylvania Department of Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333. Phone from Pennsylvania: (800) 992-2283. Out of state telephone: (717) 783-9192. Fax (717) 783-5420.

BODY OF THE REPORT

STATEMENT OF THE PROBLEM

Each year, Success Stories Booklets are distributed to all programs funded by the Bureau of ABLE. In 1997, additional copies of these booklets were requested from AdvancE for use in the classroom. A teacher upon realizing that her students were drawn to these stories began using the Success Stories booklet to motivate her students while teaching reading. Teachers/tutors of ABE, ESL, and GED classes use commercial materials that teach reading, writing, and critical thinking via the success stories of strangers. This project set out to develop, field test, and publish a Teacher's Guide that will assist them to utilize Pennsylvania's own Success Stories as a basis for instruction and motivation.

GOALS AND OBJECTIVES

The primary goal of this project was to provide technical support to the 1999 student recognition event and to publish the Success Stories booklet and local program flyers. A secondary goal was to develop, field test, and publish a *Teacher's Guide to Success Stories* that can be used in a variety of ABLE classroom and tutorial settings.

OBJECTIVES

1. Provide technical support in editing success stories nominations and making arrangements for recognition activities at the 1999 Midwinter Conference
2. Write, field test, publish, and disseminate a *Teacher's Guide to Success Stories*.
3. Write, publish and disseminate the Success Stories booklet and local program flyers.
4. Evaluate Success Stories via a field test of the Teacher's Guide and surveys completed by the Success Stories panel, outstanding students' sponsors, and local program directors.

PROCEDURES

Success Stories Nominations and Outstanding Student Selection

The coordinator/editor revised the stories submitted to the Bureau of ABLE so that they were one-page, double-spaced, and did not include any indication of the adult learners' real names, program, or locations. These nominations were submitted to the Bureau of ABLE in time for the Success Story Panel meeting in December 1998. The editor took part in the selection process as part of the Success Stories panel. Panel members rated each candidate according to nine selection criteria and determined their top fifteen choices. The ten nominees receiving the highest number of panel member votes from among the top fifteen were chosen Outstanding Students. SUCCESS STORY winners for 1999 and their programs were:

Sheila Greene, Bidwell Training Center
Jeffrey Benn, Greater Pittsburgh Literacy Council;
Douglas Newton, Bradford-Wyoming County Literacy Program
Jay Bullock, Fayette County Community Action Agency, Inc.
Cindy Shoop, ARIN Intermediate Unit 28 - Adult Programs Division
Kim Bolding, SCOLA, Volunteers for Literacy
Michele Thomas, Lancaster-Lebanon IU 13 Even Start Program
Denise Strawser, Perry County Literacy Council
Jennifer Lam, Center for Literacy, Inc.
Mary Smith, District 1199C Training & Upgrading Fund

Preparation for Midwinter Conference and Midwinter Conference Activities

Once the 1999 award winners were selected, the editor contacted program sponsors and asked them to take pictures of their student. She gave them copies of their student's story as revised for the *Legislative Luncheon Booklet* and the *Success Stories Booklet* and requested that students made corrections, deletions, and additions to these stories before they were released to the general public. Sponsors provided information to their students about Midwinter Conference procedures and student responsibilities therein. They handed out expense sheets for student travel and collected the information necessary for the project coordinator to make arrangements for their students' lodging. The project coordinator also reserved seating at the Legislative Luncheon for outstanding students and their families as well as for program staff and legislators. Sponsors wrote the insert featuring their programs that appeared in the Success Stories booklet. In programs where experienced sponsors were not available, Sam Gruber, Marlene Porter, and Alice Redman acted as field managers and worked with program directors to perform the same tasks

The 1999 outstanding students' photographs were mounted for display at the general registration area at Midwinter Conference. Following a luncheon attended by students, program staff, state staff, legislators and PAACE officers, the outstanding students told their stories at a special session. Each student received a certificate and plaque from the Pennsylvania Department of Education Bureau of ABLE. Alice Redman took informal photographs during the luncheon and at the awards ceremony. A group picture was taken following the awards session. Sam Gruber arranged for TV coverage at the awards ceremony.

Preparation and Field-Testing of the Teachers' Guide

This *Teachers Guide to Success Stories* was designed as an instructional tool to enhance the use of Success Stories both in the classroom and in tutoring situations. The content of the guide is generic enough for use with any *Success Stories* booklets. The guide offers ideas for lessons at each level of Adult Basic and Literacy Education. Examples are provided for use of the guide with different stories from this series. The guide also suggests ideas for use within specific areas of adult basic education (Family and Workplace literacy, ESL, and GED/ABE). Internet resources are included for several of the lessons.

The *Teachers Guide to Success Stories* is designed to encourage ABLE students to examine other adult learners' achievements, to find the successes they already have in their lives, and to plan for future successes. This 16-page Guide provides strategies for defining success, goal setting for

success, building success week by week, examining motivation, overcoming obstacles, decision making, and learning from role models. Academic skills introduced include speaking skills, vocabulary development, word matching, reading for discussion, predicting, summarizing, separating fact from fiction, critical thinking skills, dictionary skills, mapping a story, journal writing, and writing an editorial. The Guide also addresses employability skills such as interviewing, creating and filling out job applications, and researching occupations.

The Guide's introduction and conclusion can be used at all levels with slight modifications. The activities suggested are merely guides and some adjustment can be made by the practitioner for the particular group that they are teaching or tutoring. The lessons provided can be used together in sequence or as separate exercises. They are designed with small group use in mind but modification will allow their use in other situations. These lessons give facilitators a place to start. However, practitioners may add to or remove activities and/or exercises according to the needs and interests of their particular group.

The Guide was written by the curriculum developer, Peggy Grumm; then revised and formatted by the project editor, Sherry Royce. Copies of the Guide were xeroxed and field tested with 1997 Success Stories Booklets in classrooms at the Center for Literacy and TIU's Adult Education and Job Training Center. The Guide was also reviewed for use with tutors of new readers by Monica Matthews of Midstate Literacy Council and Amy Wilson of Teachers of Literacy in the Commonwealth (TLC).

Preparation and Dissemination of the Publications

The *Legislative Luncheon Booklet*, which contained short versions of ABLE outstanding students' stories, was reviewed and corrected by the award recipients. It was then prepared by the project editor and distributed at Midwinter Conference. The *Teachers Guide to Success Stories* was prepared copy-ready at the Royce & Royce office and 10 copies were distributed for the field test along with 100 copies of last year's Success Stories Booklet.

The *Success Stories Booklet* including the students' stories and the local programs' description were sent for approval to PDE public relations. An accompanying letter was secured from the Director of the Bureau of ABLE. The Booklet, Guide, and flyers for local programs were mailed June 2, 1999.

OBJECTIVES MET

1. Provide technical support in editing success stories nominations and making arrangements for recognition activities at the 1999 Midwinter Conference. **Completed satisfactorily**.
2. Write, field test, publish, and disseminate a *Teacher's Guide to Success Storie*. **Completed satisfactorily**.
3. Write, publish and disseminate the Success Stories booklet and local program flyers. **Completed satisfactorily**.
4. Evaluate Success Stories via a field test of the Teacher's Guide and surveys completed by the Success Stories panel, outstanding students' sponsors, and local program directors. **Completed satisfactorily**.

NEGATIVE RESULTS

All objectives were completed satisfactorily. There were no unexpected or negative results from this project.

EVALUATION

The Panel Survey

Success Stories panel members were asked to complete a Panel Survey (See Appendix A) and all agreed that the stories were handled in an evenhanded manner and the information supplied was sufficient to select ten outstanding ABLE students. There was general agreement that the nominators provided information in keeping with the guidelines although one panelist noted that some nominators missed a few guidelines, and another thought it would be helpful for the description to be at least one full page. Other comments included: "The discussion and process is a significant process of interest," and "this is my first time doing this evaluation and I enjoyed the experience immensely."

The Sponsor Survey

A Sponsor's Survey (See Appendix A) was circulated to award winner's sponsors asking them to indicate their satisfaction with conference arrangements and to list the local activities they engaged in as part of the Success Stories Project . The results were as follows:

> All program directors expressed satisfaction with the way conference arrangements were handled and the prompt payment for expenses incurred at Midwinter Conference. In fact,

there was a "terrific," a "very efficient," and a "very organized and efficient," among the comments.

Local Recognition Activities sponsored by programs:

Contact with student's family	100%	
Contact with student's employer	89%	(One students was not employed)
Contact with community agencies	89%	
Contact with local government	67%	
Contact with state legislators	89%	
Media Contact	100%	(See Appendix A)
Local celebration	67%	

Program directors mentioned:

- WGAL News interviewed Michele Thomas. She may be a speaker at the Lancaster-Lebanon IU's opening in-service.
- Mr. Benn shared the news of his award with his family and co-workers. He was featured in the "Pittsburgh Tribune Review", "The New Pittsburgh Courier," and on KDKA-TV. News of Mr. Benn's Award was also mentioned in the "Pittsburgh Post-Gazette." The GPLC honored Mr. Benn's achievements during its annual benefit luncheon on May 27th.
- Sheila Greene is well known to community agencies through her ALMA efforts. A press release was dispatched to area print, radio, and TV media.
- Now that we have had five award winners in ten years, SCOLA wants to do more PR. In conjunction with Literacy Action Week, we plan to do photos ops with congressment and local government, a feature in the *Time*. We also plan mailings to community agencies when "Kim's Story" gets here. Also, for the first time, we plan to do a local party for S&T where we recognize Kim Bolding – sort of a local Student Success stories. Senator Mellon will attend.
- The "Herald Standard" ran a photo and news article of Jay Bullock. There were photos with Senator Richard Kasunic and Representative James Shaner at the Legislative Breakfast on February 26th at the Fayette County Community Action Agency; also photos with Commisioner Vicites. There were articles about Mr. Bullock in the Agency newsletter. All photos were submitted to the *Daily Courier and Tribune Review* for publication.

- We has pre-Midwinter articles about Douglas Newton in area newspapers: *Sayre Evening Times,*the *Star Gazette* of Elmira, NY; Tunkhannock *New Age*, and the Wyalusing *Rocket Courier*. The story was also broadcase on WAVR, Sayre. There was an interview with the *Daily Review,* Towanda and an Adult Education Month Proclamation in Bradford-Wyoming Counties along with pictures and articles in four area newspapers. A local celebration will be held in conjunction with our annual Recognition Banquet.

- The GED tester in Armstrong School District helped Cindy Shoop get extra time for her GED test after the OVR representative, gave the diagnostics for LD documentation for extra time on the GED test. Cindy obtained part-time employment in a restaurant. We have had contact with the principal fo Armstrong School District for an article in the district's newsletter. Indiana Vo-Tech nurse's aide training will be paid by OVR.

- Channel 8 and 27 News were present at the Legislative Luncheon and long with a photographer from The Patriot News, who did a feature article on Denise Strawser.

Field Testing Results for The Teachers' Guide to Success Stories

The Teachers' Guide to Success Stories was field-tested with two classes at CFL and three classes at TIU Adult Education and Job Training Center (See Appendix A for copy of the Questionnaire used). Comments were also supplied by Esther Bratton, TIU-AEJTC were who coordinated their field testing.

> "Three instructors have used some of the material from the Success Stories packet. The response was very positive by both the instructors and learners. One instructor felt the material was good but did require some work to utilize it in the classroom. Another instructor felt the material was quite complete and had many ideas on how to utilize the Success Stories effectively. I thought the material was full of some good ideas, and it seemed to me to be easy to use and develop some very relevant lessons. The feeling was that it was very nice to have some prepared suggestions to follow-up with the Success Stories that we hear at PAACE. We feel the stories are very much worth sharing with our learners." Esther Bratton

ABE/GED Clients: "I added activities by using June's story. In English, we are currently working with prepositional phrases and June's story is "loaded" with prepositional phrases. So, we also had an excellent English lesson from her story."

Beginning and Intermediate ABE/GED Clients: "I've always enjoyed the Success Stories at PAACE. Everytime I hear or read a Success Story, I am reminded that I wouldn't have wanted to miss being in Adult Education for anything in the world. The Teacher's Guide is fine, although I believe there is much more preparation needed than may, at first, meet the eye. The activities are well-rounded and cover just about any student situation. Excellent use of terrific materials."

Family Literay Clients: "I had intended to use Success Stories with students before but I never knew how to use the booklet. This was a good idea."

Welfare to Work Clients: "I used the Decision-making strategy on page 10 of the guide. I didn't have a long time and made very few changes to the lesson. The stories were well-received and the ladies in the class identified with one in particular. We discussed her decisions and connected that to decisions they've made in life and how those decisions have worked out for them."

ABE/GED Advanced Clients: "The Success Stories and Teachers' Guide are clearly written, the activities are interactive, and they can be used with most of the stories. It is a strong resource for teachers and tutors."

Mixed reports on the Teachers' Guide were received from literacy programs working with new readers.

"The director of literacy services in our office introduced the materials to several students functioning at higher levels, although still below fifth grade. None of these people expressed any interest and we think the reading level is far too high for our students. The materials were available for tutors and again, unfortunately, they didn't think it was appropriate for the adult learners."

Monica Matthew, Mid-State Literacy Council

"I had an objective individual look over the booklet. She thought the lessons were clear and because it's just suggestions for teaching, it's fine. My reactions to the booklet was that many beginning readers have low, low self-esteem and they may not want to talk about the word success. I think that the best thing to do would be to ask an adult learner about the lesson ideas. Someone who has been in an adult education program for a while may find the content helpful for setting personal goals."

Amy Wilson, TLC

Dissemination of the Product

Some 1,500 copies of SUCCESS STORIES: Spreading the Word were distributed to all PDE Bureau of ABLE programs and special projects; ABLE special task forces, the Pennsylvania Department of Labor Single Point Of Contact (SPOC) programs, and advocates of adult education in the Commonwealth. In addition, all members of the Pennsylvania legislature and all Pennsylvania members of the US Congress received the Booklet as well as state departments of adult education, and adult education national and regional clearinghouses. Of the 1000 copies of the Teacher's Guide to Success Stories that were produced, about 600 were distributed to local programs. Administrators and teachers were informed that these guides could be used with Success Stories Booklets in any year and that additional copes could be secured from their PDC's and Clearinghouse AdvancE.

Each award winning adult learner and their program director received five copies of the Success Stories Booklet. The programs also received 200 promotional flyers featuring their student. Fifty copies of *SUCCESS STORIES: Spreading the Word* and the *Teacher's Guide to Success Stories* were distributed to each of Pennsylvania's Adult Education Professional Development Centers and to AdvancE, Pennsylvania's ABLE clearinghouse. Five hard copies of the Final Report and products and three 3.5 high density disks containing the Final Report were provided to the PDE Bureau of ABLE.

APPENDIX A

SUCCESS STORIES: Sponsor's Survey

For purposes of contract evaluation, it would be most valuable for me to have your feedback regarding the Success Stories editing process. Would you please complete the checklist below and return it to me before leaving today.

Success Stories Editing

	YES	NO	SEE COMMENTS
Nominators provided information in keeping with guidelines.			
Stories were treated in an evenhanded manner.			
Information supplied was sufficient for me to select 10 outstanding ABLE students.			

Comments (OPTIONAL):

Thank you for your help in this matter.

SJR/hs

Sherry Royce,
Project Director
SUCCESS STORIES 1999

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SUCCESS STORIES Panel's Survey

Conference evaluation of services

	YES	NO	SEE COMMENTS
1. Conference arrangements were handled efficiently.			
2. Payment for expenses incurred at Midwinter Conference was prompt.			

*We engaged in the following **SHARING STUDENT SUCCESS** local activities:*

	YES	NO	SEE COMMENTS
1. Contact with student's family			
2. Contact with student's employer			
3. Contact with community agencies			
4. Contact with local government			
5. Contact with state legislators			
6. Media Contact [list and describe below]			
7. Local celebration			
8. Other: [List and describe below]			

Local activities section

comments:

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Director's Name and Program _____ **Date:**_____

Please complete and mail to **Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601** by March 6, 2000.

Success Stories Guide Questionnaire Results

Please complete the questionnaire after using the *Success Stories* Guide and return it in the envelope provided.
For the questions with number choices the scale is as follows:
1 = definitely yes 2 = probably 3 = probably not 4 = definitely not

1. What type of program do you work in?
   - [1] Family Literacy
   - [ ] Tutorial Literacy
   - [ ] Institutional Literacy
   - [3] ABE/GED
   - [1] Other Specify Welfare to Work

2. What level activity did you use with your student(s)?
   - [2] Beginning
   - [2] Intermediate
   - [2] Advanced

3. What level are you students working on now?
   - [2] Beginning
   - [4] Intermediate
   - [ ] Advanced

4. Did you modify the activity for your student(s)?
   - [2] yes
   - [3] no

   If yes explain: Added usage activities; Students elected to read the story aloud.

5. Do you feel the activities in the teacher's guide are easy to understand and use?
   1[4] 2[ ] 3[1] 4[ ]

6. Do you feel the activities were easy to adapt to your situation?
   1[4] 2[1] 3[ ] 4[ ]

7. Do you feel that the activities are engaging for students?
   1[4] 2[1] 3[ ] 4[ ]

8. Would you use other activities in the guide?
   1[1] 2[4] 3[ ] 4[ ]

9. Do you feel this guide is a good compliment to *Success Stories*?
   1[4] 2[1] 3[ ] 4[ ]

Comments

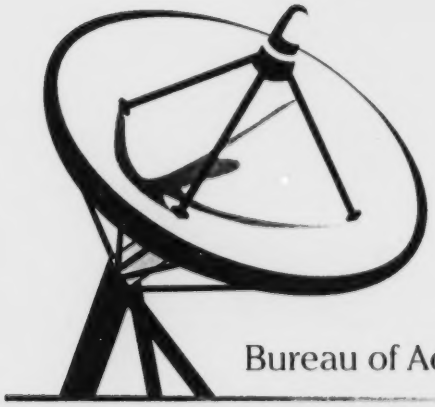
See Final Report, Evaluation Section for Comments

Spreading the Word

Teacher's Guide

Peggy Grumm, Author

Sherry Royce, Editor & Project Director



Bureau of Adult Basic and Literacy Education

PENNSYLVANIA DEPARTMENT OF EDUCATION
Honors Outstanding Adult Students
in Success Stories

ABLE Achievement Award

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INTRODUCTION

Success Stories is celebrating its 21st year as a publication for adult educators and learners. *Success Stories* tell the stories of adult learners who have worked to overcome obstacles in their lives and become better people in the process. Each page of the booklet contains a picture of the person, a quotation from the text, a short paragraph about the program they attended, and a story about their struggles and achievements. These inspirational stories illustrating adult learners' determination to overcome adversity and obtain an education are uplifting for everyone.

This *Teachers Guide to Success Stories* is designed as an instructional tool to enhance the use of these inspirational publications both in the classroom and in tutoring situations. The content of the guide is generic enough for use with any *Success Stories* booklet. The guide offers ideas for lessons at each level of Adult Basic and Literacy Education. Examples are provided for use of the guide with different stories from this series. The guide also suggests ideas for use within specific areas of adult basic education (Family and Workplace literacy, ESL, and GED/ABE) and includes Internet information for several of the lessons.

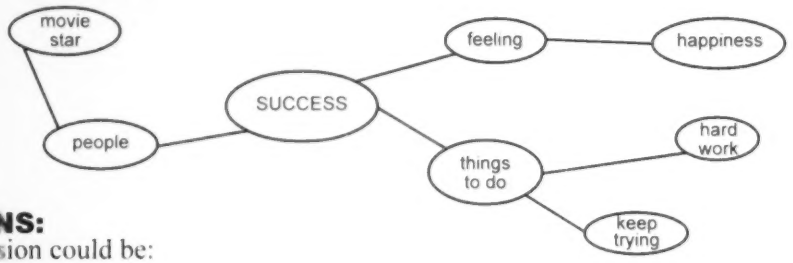
The introduction and conclusion to the *Teachers Guide to Success Stories* can be used at all levels with slight modifications. The activities suggested are merely guides and some adjustment for the particular group that you are teaching or tutoring is necessary. The lessons can be used together or as separate exercises. The lessons are designed with small group use in mind but modification will allow their use in other situations. These lessons give facilitators a place to start. However, practitioners should add to or take out activities and/or exercises according to the needs and interests of their particular group.

By examining other adult learners' achievements, these lessons will help students find the successes they already have in their lives as well as plan for future successes.

Starting Point

Just the word success evokes strong feelings for many people. A good starting place for *Success Stories* activities is the study of the word **SUCCESS.**

Have students brainstorm the word "Success." Make a discussion web by writing the word success in the center of a large piece of paper. Use the vocabulary which students provide to fill in around the word **SUCCESS.** Discuss what the definitions of these words are. Your web may look something like the one below.



DISCUSSION QUESTIONS:

Some questions to start the discussion could be:

- How do you look if you are successful?
- How does it feel to be successful?
- What things have been successful for you?
- Who do you know who is successful?
- How do you know when someone is a success?
- What makes a person a success?

Once the web is finished, pull the ideas together to make a definition of the word **"success."** The answers to these questions may change after reading some of the stories in these booklets. Save a copy of the definitions for reference and revision if the students think their ideas have changed. Look up the definition of success in the dictionary. Discuss how words are found in a dictionary for beginning students or anyone who has not had the experience of using a dictionary. Share with the students the definition and ask them how it compares with what they have contributed.

Activity: Defining Success

- Students could write their own definition of success. What does it mean to them?
- Have students of limited writing ability tape their definitions.
  - In a class willing to share experiences, write their comments on chart paper. With this as a foundation for your discussion, select a story from the *Success Stories* booklet that you think might speak to your particular group.

Suggestions from the 1998 booklet:

Family Literacy:	Michele Thomas, Jeffrey Benn
ESL:	Jennifer Lam
GED/ABE:	Cindy Shoop, Denise Strawser
Workplace Literacy:	Sheila Greene, Jay Bullock

These are not the only examples. Select stories that are meaningful to you. Each of the stories is an inspiration to adults. The courage shown by these people is contagious.

Basic Level Students

Activity: Vocabulary Development

Have the students follow along as you read a story. At the end of every paragraph stop to review the reading and answer any questions. This is a good time to bring up words that might need clarification.

EXAMPLE: Cindy Shoop's story contains the words "disabilities, diagnosis, dyslexia, complicated procedures, condensed, and global." These words might need reviewing.

At the end of the story reiterate what the story contained. Due to the content of these stories, you may want to read them over a period of days so that students may have the time to digest the information and the new vocabulary.

SHARING SUCCESS: Speaking Skills

Have your adult learners listen to a *Success Story* read aloud and follow along, as above. Give the students time to ask questions about the story and the person involved. Then, ask them to think about a part of the story that made them feel good. Have them select partners or get into small groups to share the part of the story they enjoyed. Next, have the students think about a time in their lives when they had that same feeling and share that with the group.

As in all group activities, some people might not feel comfortable talking about themselves and their feelings. Provide alternative activities so they may participate. Encourage students to share as much as is comfortable for them. Students who are not comfortable in a group situation might use a tape recorder to record some of this information. Discuss good feelings and associate these with successes learners have attained. Refer to the definition from the introductory exercise for a comparison.

Family Literacy:	Modify to ask about feelings related to the learner's family, that successful feeling when dealing with some aspect of family life.
ESL:	Modify to ask about the feeling of success as it pertains to their knowledge of the English they are learning.
GED/ABE:	Modify to ask about successes with their studies; something they really understand now.
Workplace Literacy:	Modify to ask about successful feelings pertaining to work.

Finding Out About People: Thinking Skills

In *Success Stories* we learn a lot about the people in the stories. After reading a story aloud, ask the students to tell you some of the things they remember about the person in the story and how these things affected them.

EXAMPLE: In Douglas Newton's story, we learn that he was placed in special education classes because of a "lazy eye." No one expected much of him and he began to doubt his own ability although he served four years in the Army and worked in his family business.

➢ Activity: Interviewing Skills

Write the learners' comments on the board or chart paper. Have the students look at what they learned about this person and brainstorm what kinds of questions they might ask to interview a person for Success Stories. Help students create sentence starters such as the ones below and change them to use to interview their peers:

- The person's name was _____
- The person in the story had trouble with _____
- The person in the story had success when they _____
- What is the person still going to do? (goals) _____

Once the sentences are complete go over them reading each question slowly. Then, have the group repeat the questions. Talk about setting goals and how the person in the story had to set goals and achieve them.

Some of the Success Stories are about people still working toward a larger goal. Talk about a larger goal such as learning to read and break this into smaller steps so students can see how a person would work up to a larger goal. Explain that a large goal has smaller steps in-between. Help the students identify the smaller steps people are taking to their larger goal. Ask the students to pick a partner or assign them a partner. Use the comments they have come up with in their partner interviews and find out about them.

Change *in the story* to *I interviewed* to make worksheets for the class. Have them available for the student completion or have students copy the sentences from the board to use in their interviews.

Family Literacy:	Add questions that pertain to family life such as "How were their families influenced by their choices/problems?"
Workplace Literacy:	Add questions, which ask about people's jobs such as "How are people changed by their education on the job?"
ESL:	Jennifer Lam's expertise in English has helped many people. Have students share how their improved English has helped others.
GED/ABE:	How has education given these people new hope?

Have students come together to share their experience with interviewing. Did they learn about the person and their goals? Did this have any bearing on how they view their own life (goals)? How did this person influence you? Look at the success discussion web and in the people section show students that ordinary people have an impact on us in our lives every day. Add the names of the class members under people and talk about the influences we have over each other.

INTERNET RESOURCE

The Internet site <http://www.futurescan.com/feature.html> contains information on helping students set goals and might be worth a visit.

➢ STRATEGY: GOAL SETTING FOR SUCCESS

The sharing and the interviews from the previous lessons give students a way to learn more about themselves. Use these as a place for students to start when setting some goals for themselves. Review what the definition of success was for the students in your group. Look at the story you read and look at the successes this person achieved. Have students examine their own successes and help them set realistic goals for future successes. Refer to the Internet site and the discussion in the previous lesson where they looked at the goals of the people in the story. Reiterate the use of small goals to achieve a larger goal.

Ask student to copy and fill in the sentences below:

- I would like to achieve success in _____
- I can do this by _____

Help students choose a realistic goal and plan for how they might achieve it. Look over their goals on a weekly basis. If they achieve the goal they have set, provide help in setting new goals. If the student chooses a larger goal, help them break it down into smaller steps so they can see the progress toward their goal.

Family Literacy	Modify the sentences to read, "I would like to achieve success in_____ as part of my family life."
ESL	Modify the sentence to a goal for success in English class
GED/ABE	Modify the sentence to a goal for reaching the completion of the GED program or an educational goal beyond earning a GED.
Workplace Literacy	Modify the sentence to use work related successes.

➢ Activity: Word Matching

To help students learn the meanings of the new words turn the more difficult words in the story into a matching exercise.

1. Write the words on sentence strips or cut up pieces of chart paper.
2. Write the definition on the same type of paper. Make the definitions as clear and to the point as possible. Where classroom space is an issue write the words on index cards and group students for this exercise.
3. Read the words on the list one at a time. Have the students repeat them after you. Then read the list of definitions using the same process.
4. Go back to the first word and reread the sentence in the story where it occurs. Help students discuss which definition best fits the word.

When choosing words from the story, 6 to 10 words is the maximum amount of new words which should be introduced at a time. Once all definitions are matched reread them together. Give each student their journal or index cards and ask them to copy 4 or 5 of the words for their personal use. Have them write the word and the definition. Have the students look for the words in the story and copy the sentence in which they occur. Have the students reread these words at the next meeting. Use the words to practice writing sentences when the student becomes comfortable with the list.

➢ STRATEGY: Building Success Week by Week

The people in the stories were successful in achieving some of their goals. This did not happen over night. It took a period of time. Each week we are successful at some things and unsuccessful at others. We build our larger success on small successes. Although the people in these stories do not include everything they were successful at, those weekly successes were important.

Make it a weekly tradition to ask everyone to write about one success they had during the week. This should provide positive reinforcement for everyone.

➢ Activity: Journal Writing

Posting of these successes as a wall display or writing them in journals to share with a tutor might provide positive reinforcement also. The students could use a sentence such as:

- My success this week was _____
- I was successful this week when I _____

Encourage students to share their successes following a map, preparing a new dessert from a recipe, or helping their child with a school problem. Share with students how these successes help build to their larger goal by completing a step or giving them the confidence needed to continue.

➢ Activity: Predicting the Story

Choose another success story to read. Look at the definition of success again to refresh student's memories and to revise it if necessary. Before reading the story, read the quotation at the top of the page or choose a quote from the story. Have the students look at the picture of the writer. Ask students what they think the story might be about with nothing to go on but the quotation, the person's name, and their picture.

Explain that you are looking for general assumptions — not details. Predictions should be broad. Ask what they think might be the success of this particular person. Some story quotations are better for this exercise then others. Look for one you feel which will provide your students with the most information.

EXAMPLES: Success Stories Booklets

1990 Stanley Frazier

1997 Robert Sevey

1998 April Pearson

1999 Mary Smith

Have students explain their predictions. What is the basis of their prediction? Did they use their own experience to draw conclusions? Write some of these predictions on chart paper. Tell the students they need to find out what happened to the writer and if the predictions are true, not true, or they were not evident in the story. Check the predictions after reading each paragraph. At the end of the story ask students to look at the prediction list again and decide if the predictions were true. Discuss how predicting helps us become better readers and give us the tools to get the most out of a story. Ask students to use the information they have about the writer to predict what might happen to them next.

➢ STRATEGY: Picture of Success

Drag out that definition again and do that old review. Explain a role model is a person that people find an inspiration. Talk about people whom students know and look up to for guidance. Write role model on a piece of paper. Have students tell you about people who are their role models. Ask them:

- What are some of the characteristics these people have and how do they influence you?

Relate these to the story you have read to show parallels between their lives and the people in the story. Have students think about people close to them who have been a positive influence in their lives. Have the students bring in a picture of that person, if possible. Ask students to describe the pictures they brought to class and tell about what is taking place in the picture. Sentence starters could be:

They make me want to _____ (help others, be a better mom/dad, work harder)

This picture was taken on _____ (birthday, holiday, vacation)

This is a picture of my _____ (friend, son/daughter, grandma)

The people in the picture are _____ (happy, sad, upset, going to the beach)

I look up to this person because they are _____ (kind, good, happy, helpful, a hard worker)

➢ Activity: Reading

Read the completed sentences with the student. Then have the student share them with the class as an oral presentation. Students would need time to prepare and reread the sentences to become fluent. Once completed, this exercise could be used for skills practice.

- Circle all the words that start with "p".
- Find the words *in, it, the, is, to* and *are* in the sentences.
- Use the word *look* and work on word families by replacing the "l" with other letters to make as many words as possible.

➢ WHAT LIGHTS YOUR FIRE?

On the board, write this question: **What made this person want to improve himself or herself?**

Ask your group to keep this question in mind as you read another story to them. Upon completion of the story, restate the question and have students give you their answer with information to support it.

Write the word **Motivation** on the board or chart paper.

Discuss the definition for motivation. Make a list of things that are motivations. Go back to the story and talk about what motivated the writer.

Write **Obstacles** next to the word, Motivation.

Look at the motivations and check the story for obstacles. Think of other things that might be obstacles to achieving a goal. What were the obstacles, which might have prevented the writer from achieving his or her goals, and how did the writers' motivation, help them to overcome the obstacles they faced.

Write **Overcome** next to Obstacles.

> List some things that help people overcome their obstacles. Have each student write a list of what is motivational to them and what the obstacles could be. Students can write down how their motivations could overcome the obstacles they perceive for themselves.

Help students recognize that the writer worked very hard to overcome obstacles in order to get where he or she is today. Ask the students to connect their motivations to the goals they have set for themselves and explain how this will help them attain their goals.

➢ BUILDING A SUCCESSFUL PERSON

Use the information you have gathered in the other activities you have done to put together a picture of what a successful person might look like.

- Make an outline of a person on butcher paper. Make it the size of a real person.
- Divide this person into puzzle-like pieces. Each piece should be an aspect of what makes a successful person (family member, worker, and learner).
- Write on each piece one of the qualities that your students found necessary for the people in the stories as well as for themselves to be successful.

> **EXAMPLE:** An example might have goals on one leg, motivation on the other, compassion on the middle, education on the head, work on one arm, and role model on the other arm.

Sometimes a picture is worth a thousand words. Discuss with students how they are working to put the pieces together to achieve their success. Have the students write a few sentences about the qualities they have which will help them reach their goal(s) and how they might motivate someone else to further their education.

➢ Intermediate Level Students

Many of the lessons for beginning level students, if adapted, will fit into an intermediate level class. Modify them to fit your own situation. The Introductory Lesson located on page 2 of this guide, which defines "success," is used in the lessons below. If you choose not to use that lesson, a definition of success is needed for reference purposes.

➢ Activity: Dictionary Skills

After reading a story to the class, help students make a list of words that they feel are difficult or whose meaning is unclear. Make a dictionary out of a notebook and use it to keep new words and definitions. Set the book up in alphabetical order so students can use it as they would a regular dictionary. **Make success the first entry.**

➢ Activity: Questions and Answers

Talk with students about what makes a good question. How should it look and what should it contain? Talk to students about statements, how they should look and what they might contain. Ask the students to write down:

- Two questions they might ask the person in the story_____
- Two things they might tell the person in the story_____
- Two things they liked about the story that they felt gave them encouragement. _____

Use the vocabulary lists made previously for help with writing. Have students exchange their questions with someone in the class and let that person answer the questions without any prompting from the writer.

Give the writer back the questions. Ask the writer to read both the questions asked and the answers received and decide whether the answers received were the answers they expected. Help students revise their questions to get the response they desire. Take time to read the comments about the story with the authors and discuss their feelings.

➢ PERSONAL JOURNALS: Language Skills

Reading and Discussion: Go back to the discussion web on success and ask the students to read through it again. Ask them if they would like to add anything to it after reading *Success Stories.* Talk about what makes these people successful. It is not always the big things that matter. Some times it is the little things that bring you success.

Writing and Critical Thinking: Have the students write a few sentences about the successes they have had during the week. Ask them to bring them to class the next week. They can share these writings with the group for affirmation or, if they prefer, they can just share them with the teacher to help them see the power that success has on their lives. Ask students, as they become more comfortable with their writing, to describe their feelings when achieving success. Have them relate to the people they have read about in *Success Stories.*

➢ STRATEGY: DECISION MAKING

What are decisions?
Ask students to discuss the definition of decisions, being sure to include choice in the definition. Talk with students about the decisions they make on a day-to-day basis. Ask students to make a list of the decisions they made today.

➢ Activity: Critical Thinking

Read a Success Story, possibly Sheila Greene's story. Ask students to listen and read along while thinking about decisions that the writer made. Have the students reread the story and write down the decisions made by the writer of the story.

- Discuss the options which students have come up with and write the decisions on the board.
- Ask students to find out the results of the writer's decisions. Write these next to the decisions.
- Ask students to assess the choices made by the writer.
  How did the decisions they made change their life? Was it positive or negative?
- How can you weigh the effect that a decision will have on you?

Talk about the lessons learned from making a decision with a negative impact. Learning from your mistakes is an important aspect of decision making. It is also important to note that everyone makes mistakes. That's why pencils have erasers.

➢ Activity: Discussion and Follow Up

This might be a good place for a personal story about a decision, which had gone badly for you and what you learned from that experience.

- Students should look at the decisions they made today and assess them. Are they positive or negative?
- Ask students to write about how they think their decisions will effect them. What can they learn from them?
- After thinking about the decisions they made in the past, have students tell what they have learned from the mistakes they have made.

➢ Activity: Summary of Story Details

Explain a Story Summary. Tell the students that it includes the most important details of the story and is usually only five or six sentences long. To illustrate read the first paragraph of the story by Kim Bolding and help students decide what is important in this paragraph.

> **EXAMPLE**: Kim dropped out of high school when she became pregnant but she refused to give up her dreams of becoming successful. Go through the story a paragraph at a time helping students to find the most important parts of the story until they have a story summary for this story.

Read another *Success* Story and have the class follow along. Ask students to reread the story so that they can write a story summary. Students should look for the parts of the story that are most important. Remind them of the process used to make the summary of Kim Bolding's story. Have the students compare their summary with the other members of their group or class.

➢ STRATEGY: MAPPING OUT SUCCESS

Read one of the *Success Stories* or have the students pick a story that appeals to them. At the top of their paper ask students to write:

- Where the writer started the story.
- What was happening to them?

At the bottom of the paper ask the students to write where the writer ended.

- What was their situation at the end of the story?

On the space in-between ask the students to write a map.

The map shows how the writer got from the beginning of the story to their success at the end. Have the students use the space to connect the two sentences on their paper. They should use a few sentences for each stop on the map. The stops should be the highlights of the story.

➢ Activity: Writing Skills

Discuss what their map looks like. Talk with students about how this type of map is helpful in getting your ideas in order when writing a story.

- On a separate sheet of paper have students write a start for a story about themselves and their success.
- At the bottom of the paper write a sentence for the end, which is where they are now.
- Have them sketch out a map of how their story might unfold. Help students revise their map until it becomes a usable outline for a story.

Talk about how this map becomes a story. Go back to the story and show how the map turns into what they read. Work with students to turn their map into a success story of their own. When the class finishes with the stories and editing is complete, a success storybook could be made for the class.

Family Literacy:	Participants might use a parenting success they have had to write their story.
ESL:	Participants might tell about a successful experience helping someone else with their English.
ABE/GED:	Participants could share their success with a particular subject with which they have struggled.
Workplace Literacy:	Participants could tell how they have been successful on their job due to the experience they have gained in class.

➢ Activity: Fact or Fiction

After reading several *Success Stories* ask students what type of literature they are. Discuss the differences between a true story and a fictional one. Have students compare a fictional story with one of the *Success Stories* read. Discuss what makes a good short story. What did you like about the story?

Internet Resource

The Internet site **<http:www.leamer.org/exhibits/literature/>** contains a study of the short story, A *Jury of Her Peers,* and includes information on how to write a good short story. This might be a springboard to branch into other types to literature.

Advanced Students

SUCCESS BANQUET: Writing an Introduction

After reading a story from the booklet, refer back to the definition found in the introduction on page 2. Ask your students to think about the subject of the story and tell how the definition applies to him or her. Add to the definition if necessary.

- Ask the students to write a short introduction about the success story subject. Discuss some of the things that would be included in an introduction.

Suggestions/questions as to what you would stress if the individual's background and focus were on	
Family Literacy:	Tie the success of the person in to story to their gains as a family.
ESL:	How have the strides they have made in the English language given them new opportunities?
ABE/GED:	What has the attainment of their GED given them the opportunity to do?
Workplace Literacy:	Due to the improvement to their skills have they become a better employee? How will this benefit them?

- After the students have completed the introduction have them check to be sure that their sentences are complete and that they have included all the required information.
- After the students reread their introduction have them practice their delivery. If tape recorders are available, students could practice reading their introduction and listening to themselves. When you feel they are ready, have them introduce the Success Stories winner.

Each student's introduction will be different. Depending upon the available time, compare the introductions to find out what each student thought were the most important details of the writer's story.

NEWS FLASH: Writing Skills

After reading a Success Story, have students discuss how they might have written a similar story. The following internet sites are excellent resources for teachers planning a lesson on writing a biography or conducting oral history interviews. Teachers should review these sites before using them.

Internet Resources

Biography Maker http://www.bham.wednet.edu/bio/biomaker.htm or the site Using Oral History, http://lcweb2. loc.gov/ammem/ndipedu/lessons/oralWst/ohhome.html

➢ Activity: Constructing Open-Ended Questions

What questions might the author have asked the Success Story winner to get the information needed to write this story? Have the students brainstorm a list of questions that they might ask someone to get the information necessary to write a success story.

> **Who** are they? **Who** helped them see that they needed to improve their education?
>
> **What** made the person go back to get their schooling? **What** happened as a result of their determination?
>
> **Why** was their education important? **Why** did they choose to drop out of school?
>
> **When** did they realize that they were working to improve their life? **When** did they decide to improve their life?
>
> **Where** did they go to get help? **Why?** **Where** will their education lead them? **What** are their dreams for the future?

- Write the students' questions on the board or chart paper.
- Once the list is complete, explore with students if any other questions need to be asked.
- Discuss who might use questions such as these. Interviewers for newspapers, magazines and sometimes TV use information of this sort when they are interviewing people.

➢ Activity: Writing a Success Story

The class assignment is to become reporters for ***The Success Times***. Each student will need to find a partner to interview. In a tutoring situation the student may want to interview someone they know or the tutor could be the interviewee.

- After asking open-ended questions designed to solicit information about the interviewee's history, current activities, and possible claim to fame, students can use the information to write an article about the person they have interviewed.
- These articles could be edited and published by the class as ***The Success Times***.

If access to video equipment is an option, the students might want to take turns interviewing each other on TV. This requires practicing the questions so they are able to interview the other student smoothly.

➢ Activity: Writing an Editorial

Bring in local newspapers and look for editorials written about articles that the paper has published. Make sure to choose editorials that depict people agreeing with the article as well as disagreeing. Have the students read the editorials and discuss their purpose.

- Talk about the editorial's point of view.
- Ask each student to write an editorial either agreeing or disagreeing with the points made by the author of one of the articles.

After the students have discussed the editorials they have written, have them critique the editorial of another student in the class. Ask them to comment on the work and explain why they agree or disagree with the other students point of view. They should be as honest as possible!

Internet Resource

Another site that could be explored is <http:Hcougar.vut.edu.au/-dalbj/argueweb/fmtpage.htm>. It contains lessons on writing an Argumentative Essay.

➢ STRATEGY: LEARNING FROM ROLE MODELS

Have students read and discuss another success story. Ask the students to write a brief summary of the story. Explain that a Story Summary only contains the most important information in the story. It is actually a short version of the story.

- Talk about things like paraphrasing and skimming the story for important details. If the students have not had experience writing a Story Summary, go through the first two paragraphs with them.
- When students have finished their summary ask them if they know what a role model is. Make a listing of the information that they provide to define role model.
- If available, use a dictionary and discuss how you might look up role model. Let students explore this and find definitions for the two words. How does this relate to the definition of success already created?
- Have students look at the Story Summary they have written and tell how that person is a role model to other students, their family, and their peers.

➢ Activity: Creating and Filling out Job Applications

Bring in applications for jobs. Discuss with students the components of a job application.

- How are all the applications the same and how are they different?

Discuss what the application for the job of role model might look like.

- Help students create a form, which might be filled out by prospective role models.

When everyone has completed their form, combine them to create one form that contains the best characteristics of all the students' forms. Make sure it looks like an application for a job. Upon creation of the final document turn it into an application form, which each student can complete.

Students should be looking for the positive qualities, which make them someone people admire. Everyone has them!

- For the last page in the job application, ask your students to write a short paragraph telling about the people they have helped.

  Use these applications to help students discover the successes in their lives and the gift they give to others.

  Explain that many of the adults featured in the Success Stories booklet have gone on to be role models for others. Review other stories that may have been read in order to identify the qualities, which make the subjects of the stories good role models.

➢ **STRATEGY:** Realizing the Consequences of Your Action

Have the students listen as you read a success story. The students should follow along as you read. Upon completion of the story ask the students if the writer made any decisions in the story.

➢ Activity: Critical Thinking

- Have the students reread the story looking specifically for the decisions that the writer talks about making in the story.
- Have the students fold a piece of paper in half lengthwise and use the heading *Decisions* on one side and the heading *Results* on the other side.
- As students read the story have them write all the decisions that the person made in the story. Most stories begin with the person not completing their education, which would be their first decision.

After they complete their list, students should go back and under Results list the consequences or results of their decision. Every decision should have a result. Some may be the same.

Discuss the decisions and consequences, which have helped this person become who they are today. Have each student explore some decisions the he or she has made and the consequences of those decisions.

> The students should note that not all consequences are negative. It is important to note that mistakes are one of the ways that people learn.

- Using the same paper, have students write their own decisions and consequences.
- Students could also use Joumals to write this information,

> When students complete their own lists ask them to write how their decisions and the ensuing consequences have made them the person they are today. How have their decisions and the results made them a better person and what have they learned from their mistakes.

➢ **STRATEGY:** Job Search

Many of the success stories contain references to people continuing their education. The careers they have chosen are different but, for the most part, specific information on how they will attain their goal is missing.

➢ Activity: Researching Occupations

After reading one of the stories written by Sheila Greene, Jeffrey Benn, Mary Smith, or someone else, look at the profession they have chosen to pursue.

- Decide where you might look to find out more about that particular job.

> Does this occupation require college education or schooling of another kind? Provide the students with college handbooks, and technical school information.

Internet Resource

If your classroom has an Internet connection, the following internet sites could be used. Tutors should review the sites before introducing them to students.

> The addresses are Department of Labor, US Job Guide at <http://www.dol.gov/>, http://www.lacnyc.org/technology/institute/susan.htm and the site on resume writing <http//owl.englishpurdue.edu/files/35.html>.

Research the information needed for a person to successfully enter the career that they have chosen. Be sure to include all the educational requirements and any other related information.

If each student researches a different job, have him or her share this information with the class. Once students have discovered where to look for resources they might extend their search to include careers they are planning to pursue or careers for which they are already studying.

➢ STRATEGY: FROM STUDY TO ACTION

The success stories in this Guide provide students with examples of how people have made life changes to improve themselves. Build upon your classes' Success Story study by helping the students put together information they learned reading about these people.

- Ask them to tell how they might use the information they have learned in their lives to become a more successful person.
- Have students write about how conscious changes could make them a role model for others.
- Put together a *Success Stories* booklet, which includes some of the information gathered in the lessons the class has done.

A Scrapbook that could be added to by this or other classes might be inspirational. Help students find ways to volunteer time helping to mentor someone and use the skills they have mastered to become a role model.

Keep up with their goals by checking on their progress.

FY 1998-1999

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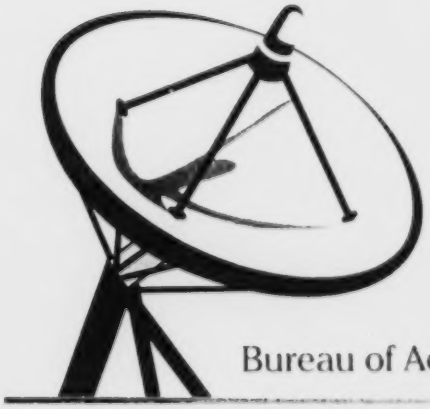
1999 SUCCESS STORIES

Spreading the Word



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Bureau of Adult Basic and Literacy Education

PENNSYLVANIA DEPARTMENT OF EDUCATION
Honors Outstanding Adult Students
in Success Stories

COMMONWEALTH OF PENNSYLVANIA

Tom Ridge, Governor

DEPARTMENT OF EDUCATION

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Sherry Royce, Project Director
Success Stories

Michael Wilson, Adult Literacy
Central Susquehanna Intermediate Unit 16

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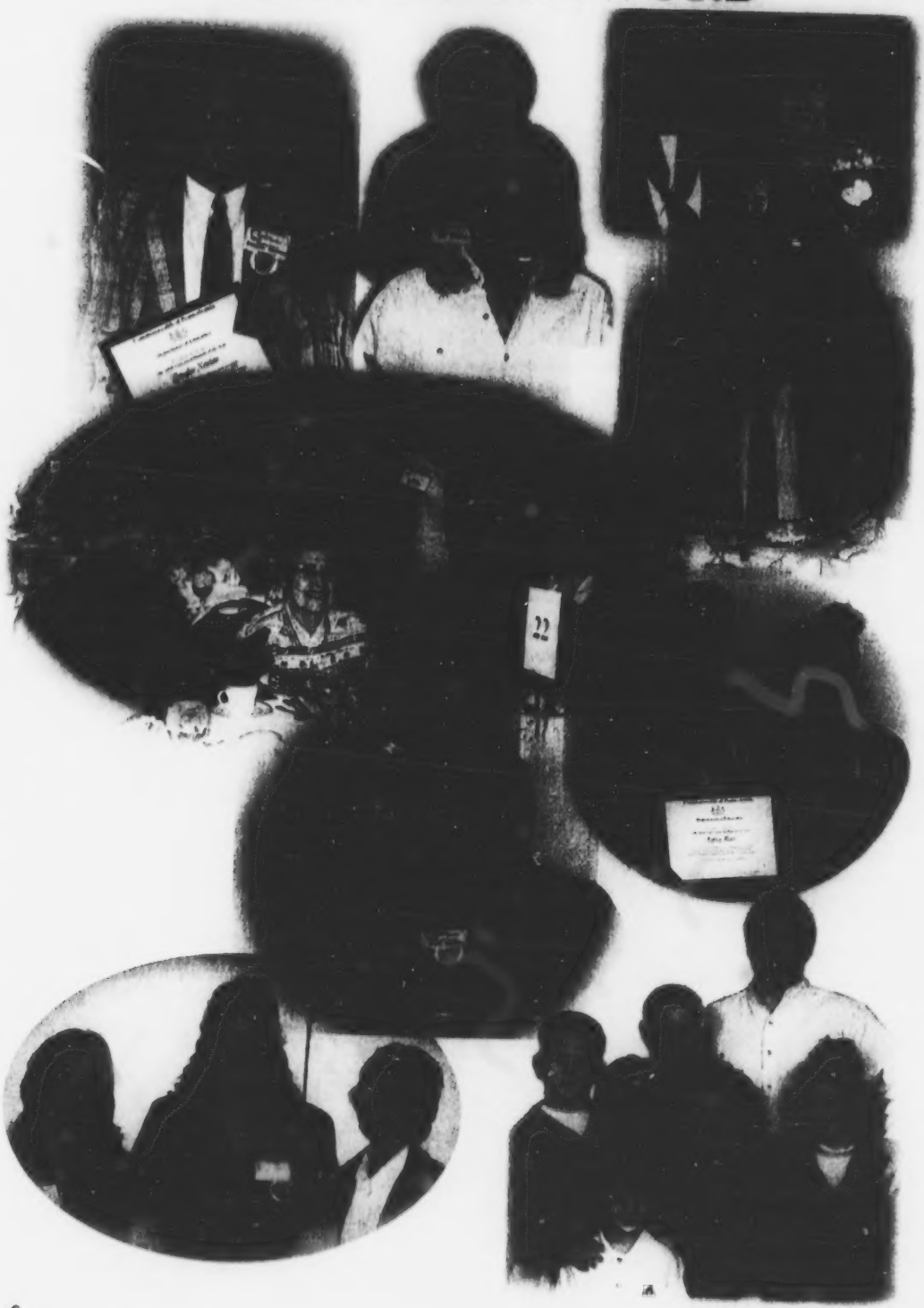

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COMMONWEALTH OF PENNSYLVANIA
OFFICE OF THE GOVERNOR
HARRISBURG

THE GOVERNOR

April, 1999

Dear Readers:

The Pennsylvania Department of Education is proud to share this publication, "Success Stories: Spreading the Word." This booklet contains 10 stories of outstanding men and women who exemplify the thousands of Pennsylvania adults who seek to expand their futures through adult basic education and lifelong learning.

Through hard work and their participation in adult basic and literacy education programs, these Pennsylvanians have changed their lives. Their perseverance and determination to overcome seemingly insurmountable odds and reach their goals should serve as examples to us all. With the help of adult education providers, each of these 10 individuals has proven to be among the hardest-working and dedicated adult learners in the state.

Now more than ever, education is essential to success in the workplace and in our communities. That's why it is vital for all of us to continue our support of efforts to improve adult literacy in our state.

I hope this publication encourages you to promote educational achievement by spreading the word about the importance of adult literacy in Pennsylvania.

Sincerely,

Tom Ridge

Tom Ridge

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"Don't let life catch you with yesterday's regrets."

Sheila Greene

sponsor:
Valerie Njie

program:
Bidwell Training Center, Inc.

Bidwell Training Center

Since 1968, Bidwell has provided academic instruction for adults seeking to achieve a wide range of personal and career goals. This full-service, one stop-shop approach to education offers comprehensive literacy, remedial and G.E.D. programs conducive to any learning style. Bidwell provides a variety of programs for adults with low reading and math scores; those lacking a high school diploma; and individuals in need of basic typing or remedial instruction for employment or training purposes..

Bidwell also offers traditional academic classes in reading, math, writing and G.E.D. preparation. One-on-one tutoring is scheduled for low-skill levels, or adults requiring personalized attention. Tutor training sessions are scheduled monthly for volunteers who are interested in making a difference in others' lives. Last year, academic staff also provided support to vocational students who experience comprehension or math difficulty while enrolled in vocational classes. Last year, many of the 300 literacy students went on to enroll in vocational classes.

Emphasis is placed on transferring academic skills to short term personal, vocational and employment needs. Most classrooms are equipped with computers and keyboarding classes are offered. Career training is conducted in a spacious, modern facility with beautiful art, ceramics and photography studios as well as a performing arts studio. The intent is to surround the students with beauty that can enhance their creativity, influence them positively and enrich their lives. This environment and highly trained and caring staff encourages students to work at a pace which best suits them while reaching for the stars.

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SHEILA GREENE

Sheila Greene is a single parent of two children. After her graduation from high school in 1984, she alternated between periods of unemployment and work as an anesthesia aide. After spending a year as a foster mother for her sister's three children, she knew a major life change was in order. When she attempted to enroll in the Bidwell Training Center's business travel counselor program, Sheila was told that her academic skills were too low. With only eight weeks to raise her reading level two grades in order to qualify for the training program, she entered Bidwell's literacy program and was assigned a teacher who changed her attitude about reading and, subsequently, her life.

Ms. Hess, her instructor, told her, "You can do it!" She introduced Sheila to literature written by African-American writers and started her working on vocabulary and comprehension skills. She began practicing reading strategies at school, on the bus, during her leisure time and with her children. She remembers feeling guilty, because improving herself required putting the children to bed at 8:00 o'clock every night to allow for study time. However, her test scores increased three grade levels making her eligible to begin the travel program.

Although the travel curriculum proved extremely challenging, she graduated from the program in April 1997. In September, Sheila returned to Bidwell to enroll in a remedial program prior to entering college. When she was told that her reading scores were at an advanced college level, she burst into tears. Making reading an integral part of her life had made all the difference. To prepare for her current position as an International Travel Counselor, Sheila practiced at the computer terminal during lunch hours and on off days from August to November. She became an International Travel Counselor in December 1997. Since that time, she has constantly been the top salesperson in the firm and even made the top 50 list for the state.

Sheila Greene has been an ambassador for literacy. In an article published in the "Pittsburgh Newsweekly," she emphasized how important good reading skills are to one's life. She was featured in a TV episode as part of TV 411's "Tune In To Learning Series." Her story was also highlighted on PCTV and in the Pittsburgh *Post Gazette*. She has participated in Bidwell's orientation sessions and encourages new students to take advantage of literacy and vocational training. Her belief in God, strong religious conviction and involvement in her church have sustained her during her journey to success. Sheila works hard, six days a week, but it is well worth it. She is still setting goals; her goal is to own and operate a travel agency.

"Don't let life catch you with yesterday's regrets."

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"I was a fraud for 29 years because I told people that I had a high school diploma when I really didn't. It feels good to say truthfully that I have it now and that I am continuing my education."

Jeffrey Benn

sponsor:
Donald G. Block

program:
Greater Pittsburgh Literacy Council

Greater Pittsburgh Literacy Council

Greater Pittsburgh Literacy Council (GPLC) provides instruction in the basic skills of reading, writing and mathematics, GED preparation, English for foreign-born adults, job preparation skills, workplace literacy and family literacy. In 1997, GPLC opened a learning center which uses the latest methods of computer-assisted instruction. At the present time, 750 students from Allegheny County are studying basic skills in instructional programs ranging from classes that meet three hours a week to those which meet 30 hours a week. The success of the program is measured by students' academic gains and life changes such as learners getting jobs and leaving the welfare rolls.

In the past three years, GPLC has been designated as a site for several national projects. The National Center for Family Literacy selected GPLC as one of 15 agencies in the nation for the Families for Learning project. The National Institute for Literacy and others chose GPLC as one of the four agencies in the nation to conduct a Literacy AmeriCorps project. In addition, GPLC is one of 12 programs participating in the "What Works Literacy Partnership," a three-year national project.

GPLC's philosophy is to help students set realistic short-term and long-term goals and work toward completion of those goals. Many students are taught in one-to-one tutorials, and others are in small groups of three to eight students. Instruction is individualized to meet the unique needs of each student. The Council has a professional staff of 30, and over 600 volunteers participate in the program.

JEFFREY BENN

When Jeffrey Benn's father left the family, his mother did the best she could as a single parent. Jeffrey reacted against the situation and dropped out of school after completing the 11th grade. He subsequently entered the military and served in Vietnam.

In December 1996 while Jeffrey was in a Veterans Administration Hospital, he was placed with a literacy tutor. Although they were unable to meet for class, Jeffrey did not forget about adult education. He contacted the Greater Pittsburgh Literacy Council (GPLC) and enrolled in their tutorial program. After several months of study, he took the GED test and, in the spring of 1998, passed with a score of 265.

Jeffrey has been able to balance his ongoing education with a full-time job and his responsibilities as the father of four active children. He has learned a great deal about time management and how to prioritize. Helping his children with school and various activities has not impeded his progress. He and his wife, Judy, lead a Bible study group at their church, as well as another group that examines issues in society. He is also a member of a team that established "Brothers Keepers," a program for boys in the church who have no fathers.

Jeffrey's goal is to be a counselor. He and his wife have had 20 foster children in their home at various times over the years and he feels a calling to counsel youth. Through a partnership between the GPLC and the College of General Studies of the University of Pittsburgh, he received a scholarship to study for a bachelor's degree in social work. Jeffrey entered the university in September 1998 and is maintaining grades of A and B in his classes. GPLC is assisting him with this scholarship and plans to assist other GED graduates in the same way.

Jeffrey spreads the word about adult education programs at his church and at his job, where he encounters needy youth and adults every day. He also spoke to some 300 people at a recent GPLC Recognition event. He told his audience: "I was a fraud for 29 years because I told people that I had a high school diploma when I really didn't. It feels so good to say truthfully that I have it now and that I am continuing my education."

"I was a fraud for 29 years because I told people that I had a high school diploma when I really didn't. It feels good to say truthfully that I have it now and that I am continuing my education."

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"The ability to read makes learning so much easier. Thanks to everyone who has supported my efforts."

Douglas Newton

sponsor:
Sherry Spencer

program:
Bradford-Wyomong Literacy Council

Bradford-Wyoming County Literacy Program

The Bradford-Wyoming Co. Literacy Program began in 1980 as a special project of the Friends of the Bradford Co. Library. The Literacy program trains volunteer tutors and provides free and confidential "one to one" tutoring for adults and teenagers who lack basic reading and writing skills or who want to learn English as a Second Language (ESL). Since 1980, it has served over 1,000 adults and teenagers. In 1997, ninety-nine tutors donated over 4,700 volunteer hours to teach approximately 110 adults and teenagers.

An affiliate of Laubach Literacy Action, the Literacy Program is learner-centered. Adult students work towards such goals as improving their reading so that they can enter a GED class, helping their children with homework, completing job applications or sharpening their skills. Students may continue with the Literacy Program as long as is needed to meet those goals.

The heart of the Literacy Program is its corps of dedicated, volunteer tutors. Tutor training workshops are held four or five times a year in Bradford and Wyoming Counties. The Literacy Program provides materials for tutors and students, a lending library of supplementary materials, and a collection of high/low fiction and non-fiction. Educational software provided by a 1997-98 special project, "Project C.A.P.A.B.L.E.," is available at 10 public libraries in the two counties. Volunteer tutors also receive support through telephone calls and the program newsletter, "*One to One News*," while adult learners receive the nationally recognized student newsletter, "*New Readers' News*". The Literacy Program annually recognizes it volunteer tutors during National Volunteer Week and at a recognition dinner.

DOUGLAS NEWTON

When Douglas Newton first called the Bradford-Wyoming County's Literacy Program, he hung up several times because he was so nervous. He sang in his church choir and needed help with reading the lyrics. A woman from his church told him where to call to get help with his reading and the rest is history.

Doug passed first grade, but failed second grade three times. His parents were informed that he had "lazy eye" (amblyopia) and that he would "grow out of it." After second grade, he was placed in special education classes where he stayed until he graduated in 1973. No one ever expected much from him or seemed concerned that he still had difficulty with reading. After serving in the Army for four years, he returned home to work at his family-owned business, Formula One Feed Company.

Doug works full time, and since 1992 when he enrolled in the Bradford-Wyoming County Literacy Program, he has been tutored after work hours. His current tutor has introduced Doug to computers and made cassette tapes of spelling words so he can listen to the words as he studies them. He has learned to read the words to songs and has even had one of his songs put to music. Now that he has improved his reading, Doug can read a newspaper and keep up with current events. He has a checking account and writes his own checks.

He feels better about himself and encourages others to become involved with the literacy program, either as a volunteer or as a student. He has attended regional and state adult literacy conferences and three national Laubach Literacy Action Conferences. He also attended the first Pennslvania New Reader Conference held in Harrisburg in 1997.

Doug has spoken at tutor training workshops and written articles for the student newsletter, "New Reader's News." He presented two assembly programs for Title I students at his alma mater, Wyalusing Valley High School. He has met with county commissioners to promote literacy during International Literacy Week, and has written letters to the editor about literacy and his concerns about school issues. He has volunteered for a local United Way campaign, had bookmarks printed with one of his poems and donated books to four local public libraries.

His goals are to complete the literacy program, attend college and get an associate degree in order to be promoted at work and get a better job. If hard work and determination can accomplish anything, then Douglas Newton will certainly achieve his goals.

"The ability to read makes learning so much easier. Thanks to everyone who has supported my efforts."

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"Don't be afraid to take the first step — if you don't try it, you can't succeed."

Jay Bullock

sponsor:
Deborah L. Brant

program:
Fayette County Community Action Agency, Inc.

Fayette County Community Action Agency, Inc.

Incorporated in 1966, Fayette County Community Action Agency (FCCAA) is a private, non-profit community-based organization that annually serves the needs of more than 40,000 low-income, elderly, disabled and educationally disadvantaged Fayette County residents. The Community Action Education Center (CAEC) established in 1980, provides literacy, Adult Basic Education (ABE) and General Education Development (GED) programs throughout the community and in the Fayette County Prison. The Supported Work Program facilitates clients transition from welfare to work through job readiness preparation and job placement assistance.

The FCCAA's ABE/GED programs feature small classroom instruction, individualized tutoring, guest speakers and computer instruction. Classes focus on basic reading, grammar, the five GED subject areas, career development and employment skills. The new Family Service Center includes a technology center where students can learn comprehensive computer skills. Many students begin in one program and utilize others to accomplish their goals. All programs are designed to assist adult learners to increase self-sufficiency through education, motivation, support, intensive job placement and case management.

Working with the Pennsylvania Department of Public Welfare, the Department of Community and Economic Development, the Private Industry Council and the Uniontown and Connellsville Job Centers, we strive to increase our clients self-esteem and enable them to become successful parents, workers and citizens.

JAY BULLOCK

Jay Bullock began working at the age of seven after he overheard his parents trying to deal with some financial problems. He created his own business at a nearby grocery store pushing customers' carts back to the store. Before long, he was bringing in $40 to $80 a day. The next time his parents were faced with severe money problems, he offered them his secret savings. Jay remembers, "They were really surprised, and really proud of me." This same dedication to his family led Jay to leave high school to help support the family.

Married in 1970, Jay soon had a family of his own to support. Without his diploma, he worked hard but could not seem to get ahead. He suffered a serious eye injury in 1973 and for years held "odd jobs" such as driving a cab. The family survived on public assistance and social security payments.

In January 1998, he came to the Fayette County Community Action center via the County Assistance Office. He was placed in an employment readiness and adult education program. Jay worked hard as he had all his life and in June received his GED. By the next month, he was back at work, excelling at his new job for the Sony manufacturing company.

Jay does not look back on the past with regret. He and his family raised four foster children and adopted a nephew as well. Jay recalls that his nephew "couldn't read or write at the time, but I helped him learn and he went on to graduate." Jay has always been dedicated to the educational needs of his 79 nieces and nephews and has always managed to "sneak education" into their lives. He has transformed his interest in education into community service. A talented artist, he creates educational game books and donates them to local school districts. Within the last year, he has become enthralled with and skilled in computer technology. He built his own computer and plans to pursue a degree in computer management.

Even with his trials and tribulations, Jay smiles at life, saying, "every day is a fun day." He considers participating in the GED program at Community Action as "invaluable. It gave me the support system I needed, working in a group with others who had the same needs. And my teacher made everything so interesting."

He even offers advice for anyone thinking about going back and getting a GED: "If you have thought about doing it, don't think — just do it and don't wait so long. Don't be afraid to take the first step — if you don't try it, you can't succeed."

"Don't be afraid to take the first step — if you don't try it, you can't succeed."

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"What I won't do is let go of my dreams or my confidence."

Cindy Shoop

sponsor:
Linda Cook

program:
ARIN IU 28 Adult Program Division

ARIN IU 28 Adult Program Division

ARIN Adult Programs are celebrating twenty years of providing quality Adult Education services to Armstrong and Indiana Counties. Among the programs offered over these twenty years are: Adult Basic Education, GED Preparation, Literacy Tutoring, Even Start, Family Literacy, Institutional Programs and English-as-a-Second Language Programs.

The adult education needs of a rural community are very specific and can be daunting when considering our geographic area. Over the years, ARIN's Adult Programs have developed very effective strategies for meeting these needs. ARIN's main office in Indiana houses the Adult Program's administrative offices, business office and offers staff resources such as a fully equipped computer lab. Radiating out from this central office are class and tutoring sites, strategically placed so that they are accessible to even the outermost regions of the two counties.

Coupled with a wide choice of sites and times, ARIN Adult Programs offers adult learners basic ABE/GED, Literacy one-to-one tutoring, ESL, and an Experimental Learning class that focuses on students with learning disabilities. These options are not mutually exclusive. A student enrolled in the GED program may also work with a literacy tutor to expedite his/her progress toward obtaining the GED. ARIN Adult Programs also offers ABE/ GED classes to those individuals in institutional settings. Adult education, parenting and early childhood services are provided through our Even Start Program for students who cannot access our class sites due to transportation or child care issues. ARIN's staff and faculty pull all of the creative planning together to create the successful endeavor that we are proud to call ARIN Adult Education Programs.

CINDY SHOOP

One day in May 1998, Cindy Shoop looked in the mirror and saw a very different, confident, self-assured face staring back at her. Five years earlier, she and her husband had taken their GED tests. Her husband passed, but Cindy was 29 points short. She took the test again, but only earned three more points, destroying the possibility of achieving her goal without great difficulty. Hopes shattered, she left the adult program.

When faced with the challenge of her son struggling in school, Cindy decided to help him by returning to school herself. After attending classes at ARIN Intermediate Unit 28, she gained 20 points on the GED test but she was still short by six points. Instead of giving up, she enrolled in ARIN's new Experimental Learning Class for students with learning disabilities. She worked with special tutors while still attending her ABE\GED classes. Testing led to a legal diagnosis of dyslexia, and a special accommodation of extra time for Cindy to take the GED test.

Special funding was made available for her to attend certified nurse's training classes in order to satisfy the employment plan required by the county assistance office. With three children to raise and a husband who worked different shifts, she still stayed after class to learn complicated procedures and difficult medical vocabulary. Then, the six to eight week course was condensed into three to make more nurses' aides available sooner. Passing the state test, Cindy became a Certified Nurse's Aide. She marched into the next GED test and passed.

Other students, motivated by her drive to succeed began to try harder. When she realized that she was a positive influence on others, she took a tutor training class and became a certified volunteer literacy tutor. Her experience as a student in ARIN's ABE/GED, Literacy and Experimental Learning programs makes her a most valuable tutor. Although she has obtained her GED, she continues with classes in order to be the best tutor possible. The effect she has had on her life and the lives of her children as well as the other adult students in our programs is evidence of the positive global change Adult Education causes within our society.

"What I won't do is let go of my dreams or my confidence."

BEST COPY AVAILABLE

"If you have an education, read to your kids. Reading is important."

Kim Bolding

sponsor:
Molly Quinn Philbin

program:
SCOLA Volunteers for Literacy

SCOLA, Volunteers for Literacy

SCOLA, Volunteers for Literacy, has been providing adult literacy services in Lackawanna County since 1979. As a volunteer council of Laubach Literacy Action (LLA), SCOLA has trained 795 Laubach tutors. In 1997-98, 108 SCOLA tutors served 185 students who received 8084 hours of free instruction.

During tutor training all SCOLA tutors are sensitized to teach to the student's goal at each lesson. This results in a high retention rate and in students achieving such goals as getting their driver's licenses and becoming adept at filling out job applications. Students learn workplace literacy in the privacy of confidential one-to-one tutoring by bringing forms and work orders to their lessons. As a result, many have kept their jobs, and others have received promotions. SCOLA students register and vote. They read to their children and grandchildren, breaking the cycle of generational illiteracy. Some students get their GED diplomas. Others contribute to the community as church rectors, neighborhood leaders, and editors of statewide publications. Others enter and graduate from training programs that help them secure new and better jobs.

SCOLA's success is born of the genuine concern of involved tutors, committed students, an effective board and staff, and the overwhelming support and good will of its community. In 1996, SCOLA received Laubach Literacy Action's (LLA) National Award for Excellence, given every other year to an outstanding literacy organization.

KIMBERLY BOLDING

Kimberly Bolding attended 10 different schools between the ages of 11 and 17. During those years she was in her father's custody because of her mother's alcoholism. In the 11th grade she enrolled in and completed a beauty school class curriculum but dropped out of high school when she became pregnant. As an adult, Kim attempted to pass the GED because she needed it to enroll in beauty school. After failing for the fifth time, she approached the local JTPA for help. They referred her to SCOLA and in May 1996, Kim was paired with reading and math tutors.

In the spring of 1997, on her seventh try Kim passed the GED test. In August 1997, she enrolled in the Empire Beauty School and soon passed her State Operator's test. Her graduation, attended and applauded by her husband, two children and her mother, was a highlight in her life. Kim then enrolled in classes to become a beauty instructor. Since October 1998, she has been working full-time at a prestigious beauty salon as well as being a student teacher at night and on Saturdays. In December 1998, Kim graduated from the Teacher program and will take the State Boards for her license in the near future.

Despite her busy schedule, Kim reserves time for her family. Sunday is weekly family meeting time. She also studies with her children and takes time to read to them. She says: "If you have an education, read to your kids. Reading is important." She has helped SCOLA recruit and retain tutors. She speaks to new trainees at the tutor-training workshop and has become a volunteer tutor for a student in her cosmetology program. She makes it a point to share her story and to be patient with those who are struggling.

She knows the sounds of negative messages that drag them down. To this day, she hears her father's voice telling her that she will amount to nothing. Now she knows that is not true. As recently as this year, he told her that she wasn't smart enough to go into computers, and that it was a good thing she merely tackled beauty school. She responded with dignity:

"I passed my GED. I passed the state board for Beauty Operator. I will soon receive certification as an instructor. One day I will have my own practice. I will go to national and international haircutting shows in New York City, Los Angeles and Paris. Then I will learn to use computers as they apply to the business of my choice. One day I will use them to run my business. What I won't do is let go of my dreams or my confidence..."

"If you have an education, read to your kids. Reading is important."

BEST COPY AVAILABLE

"You are your child's most important teacher. Expand your mind so you can help them expand theirs!"

Michele Thomas

sponsor:
Trish Link

program:
Lancaster-Lebanon IU 13 Even Start Program

Lancaster-Lebanon Intermediate Unit 13 Even Start Program

The Lancaster Even Start program is a collaborative venture among the School District of Lancaster, Lancaster Lebanon Intermediate Unit 13, Lancaster Head Start and many other community agencies. It fosters education within the family through the integration of early childhood education, adult basic education, and parent support. Parents are offered the education skills they need to become the first and most important teachers for their children. Instruction takes place in a literacy-rich environment that promotes partnerships between parents and teachers. Young children are provided with developmentally appropriate practices in the classroom while their parents pursue GED studies, basic skill instruction and/or English as a Second Language. Periodic home visits not only encourage the transfer of learning from the classroom to the home, but they also allow individualized family instruction.

The Lancaster Even Start program is commited to strengthening families though ongoing education and support for parents and children. The program has high intensity sites for parents who want or need to attend classes twenty-five hours each week, medium intensity sites for parents working part-time and low intensity sites for parents working full-time. Parents are encouraged to participate at the highest level of intensity possible. Sites in the city of Lancaster include Washington Elementary School, the Head Start Family Advocacy Center, San Juan Bautista, and Carter and MacRae Elementary School.

MICHELE THOMAS

In September 1997, Michele Thomas and her youngest son, Chase, enrolled in the Lancaster Even Start Program at the Head Start Family Advocacy Center. Michele and Chase had the best attendance for the 1997-98 school year. Attacking her GED textbooks with zeal, Michele started with the Literature, Science, and Social Studies tests and passed with high scores by the spring of 1998. She has now passed the Writing Skills portion of the GED and is studying for the Math exam.

Michele has participated in every educational opportunity offered her. She took IU 13's Internet training in the fall of 1997 and received certification for participating in both CPR and First Aid training. She also received a certificate for the Food Preparation and Nutrition workshops provided by the Penn State Extension agent. When the nutrition advisor mentioned a summer 4H Kids program, Michele organized a group of neighborhood children to come to her house once a week for a simple cooking activity.

Michele takes her learning one step further by putting into action the things she has learned. As a result of Parent And Child Together times in the early childhood classroom, she organized a summer reading group with her three boys and neighborhood children. She would read them a story and then do a simple art activity around a theme in the story. She has often volunteered in the early childhood classroom and is currently making plans to involve more mothers as volunteers in the elementary school.

In August 1998, Michele was a featured speaker at the Even Start Community Breakfast attended by over 30 staff members from various community organizations. The pre-school administrator from the School District of Lancaster was so impressed that she offered her a job as a teacher's aide when she completes her GED. Michele is now an Even Start Parent Representative and recently spoke at a School District of Lancaster Title I Parent Advocacy Council (PAC) meeting. She is not only an advocate for Even Start but represents the best in adult education. Michele is truly a lifelong learner and pushes education for herself, her sons, her friends and her fellow classmates.

"You are your child's most important teacher. Expand your mind so you can help them expand theirs!"

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"I like working with the literacy council and desire to write poetry so the world will know that I am here."

Denise Strawser

sponsor:
Anne Chappelka

program:
Perry County Literacy Council

Perry County Literacy Council

The Perry County Literacy Council has provided adult education services to Perry County residents since 1984. Two hundred students are served yearly by three adult basic education programs and one GED program. The Literacy Council works with people from all walks of life and all ages using small-group and one-on-one instruction in order to enable these adult learners develop to their fullest potential.

Organized by volunteers who understood the great need for literacy services, the original one-on-one tutoring program is still the heart of the agency. This flexible program helps learners in basic reading, writing, mathematics, life skills, commercial drivers license preparation, and individualized GED preparation. A collaborative family literacy program, serving parents of Head Start children, promotes parents as their child's first teacher and stresses the importance of participation in their children's formal education.

As the only educational program at the Perry County prison, the Literacy Council provides inmates with an opportunity to study for and obtain their GED prior to release. A new educational enrichment pre-GED class addresses the needs of residents who desire an open-entry, open-exit program with an individualized curricula. Students in all Perry County Literacy programs are not only encouraged to achieve educational goals but to address work, personal and family goals so that they can become effective participants in their communities.

DENISE STRAWSER

Now 43 years of age, Denise Strawser was struck with a seizure disorder when she was 10 years old. Denise stayed in public school through the 6th grade, followed by two years at a special needs day school, four years of home tutoring and nine years in a special needs foster home. During this time, her physical condition worsened. At the age of 30, she was wheelchair-bound and required nursing home care. Her deterioration, caused by overmedication, was finally corrected nine years later. Able to walk again, Denise moved into a group home. In 1996, she moved back to her family home with her parents and relatives who loved and supported her through all her difficult years.

In November 1997, Denise became one of the first students to enroll in Perry County Literacy Council's Educational Enrichment Class. This pilot program was designed for adults longing to earn their GEDs but academically ill-equipped to enter traditional classes. She was led to the Literacy Council by a Perry County literacy tutor who had worked with her for nine years. While Denise had always had a desire to learn and grow, this was her first opportunity for group acceptance and socialization as part of her education. She attended the program until the close of class in June 1998. Because of dedicated students like Denise, the program was continued throughout the summer led by volunteer tutors and she was the first to re-enroll when the program started up again in October 1998.

Denise attends rain or shine, thanks to her devoted mother who provides her transportation. Even more significantly, she attends even if she has experienced a seizure the morning that classes meet. It is impossible to say what a diploma will mean for Denise. What is certain is that she has been an inspiration to her fellow students and staff. In September 1998, she was honored by the Perry County Literacy Council as the Student of the Year. At their annual meeting, a collection of writings from her "difficult years" was distributed to attendees. Denise wrote of her love for family and friends, her religious faith, her appreciation of nature, her experience of life's joy as well as its suffering. Her remarkable spirit shines in her writing along with her keen wit and great courage.

Years ago when Denise wanted to enter a poetry contest, her mother asked: "Why?" She answered, "So the world will know that I am here." All those whose lives she has touched know her as a productive member of society, who inspires them by her commitment, goal direction and love of learning.

"I like working with the literacy council and desire to write poetry so the world will know that I am here."

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"Thanks to the Center for Literacy for the help in achieving my goals: to improve myself and my community."

Jennifer Lam

sponsor:
JoAnn Weinberger

program:
Center for Literacy, Inc.

Center for Literacy, Inc.

The Center for Literacy (CFL) is the nation's largest community-based, nonprofit, adult literacy organization. Since 1968, it has been providing adult basic and literacy education throughout Philadelphia to adults who lack the reading, writing, math and English language skills needed to function in society. The mission of CFL is "to provide free literacy instruction and a wide range of other adult literacy services that respond to the diversity of individuals and enable adult learners to meet their goals." Toward this end, CFL practices a learner-centered, goal-oriented philosophy of instruction. In 1994, CFL was one of ten programs in the country to receive the U.S. Secretary of Education's Award as an Outstanding Adult Education and Literacy Program.

In 1998, CFL served 2,751 students through the services of 406 volunteer tutors and 45 professional staff at 100 sites throughout Philadelphia. Its diverse services include one-to-one and small group tutoring with trained volunteers and classes taught by professional educators. Its innovative and collaborative programs serve parents of Head Start and Even Start children, front-line workers in many Philadelphia industries and businesses, welfare recipients who need literacy skills in order to pursue job training, parolees and probationers, and members of the community who wish to improve their reading, writing and math skills.

JENNIFER LAM

Jennifer Lam completed 9th grade while attending school in her native Hong-Kong. When she entered the Center for Literacy (CFL) English as a Second Language (ESL) program in June 1992, she had only minimal survival English skills. Since then, she has vastly improved her speaking, listening, reading and writing English skills. Her most significant approaches to instruction have been hard work and an ability to work independently as well as collaboratively. Ms. Lam passed the GED, scoring in the 95th percentile on the math test. She reads independently and has improved her English to such an extent that she acts as an advocate for many others in the Chinese community.

Initially, Ms. Lam sought help to improve her English in order to help others in her community. She had been sent to the Wai Kwong Temple in Philadelphia's Chinatown as an envoy from the Taoist Temple in Hong Kong, since she was their only congregant with even minimal English. While continuing her responsibilities to her congregation, she plans to enroll in Temple University in the fall of 1999 to pursue studies in either nursing or accounting.

As the administrator of the Wai Kwong Temple, Jennifer sees to the spiritual and temporal needs of a congregation that numbers over 1,000. She has helped many in the Chinese community acquire U. S. citizenship by providing instruction and accompanying them to their Immigration and Naturalization Services interviews. She escorts others to medical and legal appointments. Because of her wide-ranging service to the community, she is regarded as an invaluable and highly respected resource. Ms. Lam consistently refers prospective learners to CFL for ABE, GED and ESL classes.

Ms. Lam is still enrolled in order to improve her writing skills in preparation for attending college. Thanks to her longevity in the program, she is a role model for other learners. Her longtime tutor praises her self-discipline. She has been an inspiration with her leadership and patient and generous assistance to other students. She completed all five sections of the GED test sooner than all of her American-born classmates and her example motivated them to take their studies more seriously. Many subsequently passed the GED as well. Jennifer Lam has made a generous donation to the Center for Literacy to acknowledge its role in her GED success, and she is one of CFL's most enthusiastic and active spokespersons.

"Thanks to the Center for Literacy for the help in achieving my goals: to improve myself and my community."

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"I wanted my GED to help my sons with their homework and to get a job. Never in my wildest dreams did I believe I could do it. But I did!"

Mary Smith

sponsor:
Mary Jane Reilly

program:
District 1199C Training and Upgrading Fund

District 1199C Training & Upgrading Fund

The District 1199C Training and Upgrading Fund is a nonprofit educational trust fund established in 1974 through collective bargaining. This affiliate of the National Union of Hospital and Health Care Employees, AFSCME, AFL-CIO, negotiated the Fund to assist its members in upgrading out of dead end jobs and in keeping pace with increasing technological demands. Sixty-five health care employers in the Southeastern Pennsylvania - South Jersey region contribute to the Fund, which is governed by a trustee board comprised of equal numbers of union and employer representatives.

In 1997-98, the Fund's Learning Center in Center City, Philadelphia, provided basic and job skills training to 1,709 students. Half of these students are union members and the remainder are community residents, including welfare recipients and workers who have been laid off from their jobs. The ABE program, serving 225 learners at four locations, provides the foundation for continuing education at the pre-college and college level. Students can choose from an array of computer classes as well as nurse aide, child care, mental health/mental retardation, and claims processing programs. The Fund is currently in the process of establishing a School of Licensed Practical Nursing.

Recognized by Secretaries of Labor, Ray Marshall and Robert Reich, the Training Fund enjoys a national reputation as a model joint labor-management partnership in education. A project to provide work readiness and retention for 600 TANF recipients and non-custodial parents is currently being funded by the U.S. Department of Labor. It will provide remedial education and job training for parents who will work as nurse aides in long term care in cooperation with several major area employers.

MARY SMITH

Mary Smith began ABE classes at Breslin Learning Center in the summer of 1996. She was a welfare recipient with a 9th grade education whose future plans were cloudy. At first, she viewed education as merely an end to her GED. While classroom work helped increase her skills, she soon realized she needed extra attention. As a truly empowered adult learner, she arranged for tutoring with CORPP.

Mary was an incredibly hard-working student who showed consistent progress from the beginning to the intermediate level. She also kept up with the demands of her five sons as well as her volunteer work. Mary borrowed children's books from the classroom for her younger boys, took classroom readings and activities home to her older ones, and served as a volunteer in their various school programs. She was active with Communities That Care, her neighborhood Town Watch and is still an active force in the Qualified Unique Alternative Development Service (QUADS), a community organization that works with parents and their children to promote computer learning. Mary volunteered as the organization's secretary and had to acquire computer skills for that position.

After she received her GED in November 1997, Mary applied to an AmeriCorps program. In January 1998, she was accepted into the program and now works 40 hours a week as a tutor/classroom aide at McMichael Elementary School as a National School and Community Corps member. Over the past ten months, she has been able to minimize her dependency on the Department of Public Assistance and she looks forward to being completely independent.

As a National School & Community Corps member, Mary has received extensive training in literacy, conflict resolution, leadership skills, and communication. She was chosen to receive 4H training for a special summer and after school program. Currently, she is working in a supervisory position as a Lead Corps Member at McMichael. Best of all is the education grant that Mary will receive when she completes her service. She plans to attend the Community College of Philadelphia and major in secretarial/business studies. She feels that this will really help her in her work with QUADS. However, those plans are on hold because Mary is seriously considering another year of service with National. In addition, her elementary school has offered her a position on their staff.

At 31, Mary has options and a future. She recognizes that all of these changes came about because she pursued her education. She believes that after overcoming incredible obstacles, nothing will get in the way of her dreams ever again.

"I wanted my GED to help my sons with their homework and to get a job. Never in my wildest dreams did I believe I could do it. But I did!"

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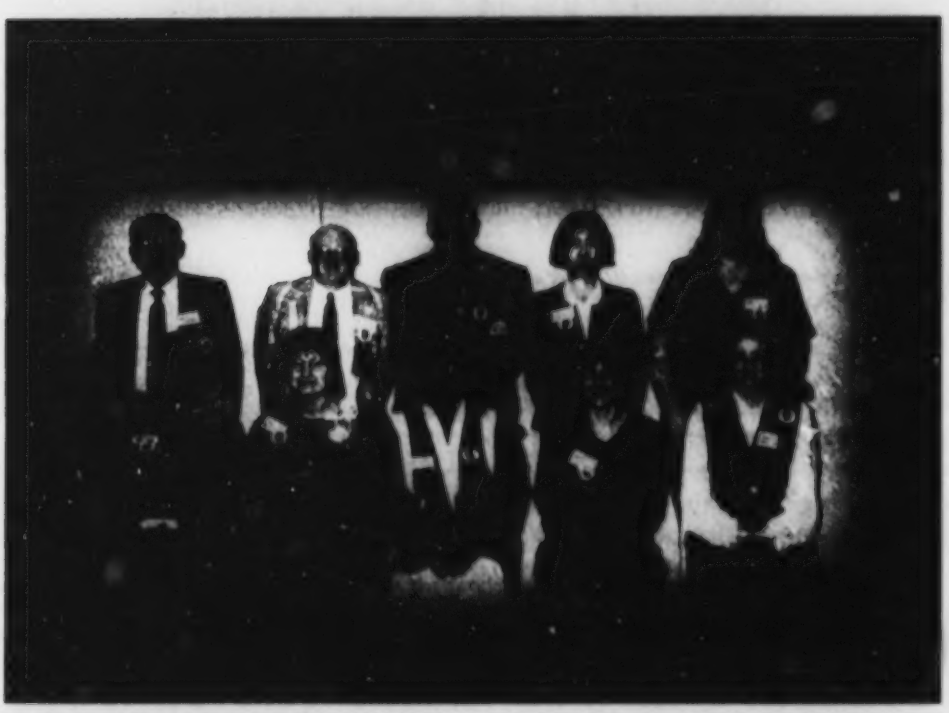
SPREADING*the*WORD



Back row, left to right: *Jay Bullock, Douglas Newton, Jeffrey Benn, Jennifer Lam, Cindy Shoop.*

Front row, left to right: *Mary Smith, Denise Strawser, Sheila Greene, Kim Bolding, Michele Thomas.*

PAACE

These students were honored at the 1999 Pennsylvania Midwinter Conference cosponsored by the Pennsylvania Association for Adult Continuing Education (PAACE) and the Pennsylvania Department of Education, Bureau of Adult Basic Literacy and Education (ABLE).

PAACE's membership includes teachers, tutors, counselors, professors, administrators, librarians, students and volunteers who work with adult learners in institutions of basic and higher education, businesses and community agencies. In addition to an annual Midwinter Conference, PAACE sponsors special interest sections and publishes a newsletter, journal and membership directory. It is affiliated with the American Association for Adult and Continuing Education (AAACE).

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